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|  | | **Guided Inquiry Plan** Teacher Planning of an Inquiry | | | | | | | | |  | |
| **Teacher** | | | **Class Level** | | | | | | **Time Frame** | | | |
| **Context** | | | | **Big Idea or Question** | | | | | | | | |
| **Possible Action Questions** | | | | | | | | | | | | |
| **Curriculum Areas and Contexts** | | | | | |  | | | | | | |
| **Skills and Strategies to be Taught** (Highlight) | | | | | | | | | | | | |
| **Learning to Learn** | **Thinking Tools** | | | | | | **Research** | | | **Tools & Presenting** | | |
| * Goal setting * Organisation and time management * Tracking and asking for assistance * Collaboration and group work * Self and peer evaluation | * De Bono Hats * PMI * Thinkers Keys * Bloom’s Taxonomy * Fogarty’s Intellect * Thinking Maps * Habits of the Mind | | | | | | * Questioning skills * Key words (Identifying and using) * Internet searching * Using contents and index * Using websites * Skimming, scanning & reading for detail * Taking notes * Making notes * Sorting Interpreting and organising * Citing references | | | * Use of ICT * Use of software * Layout and design * Vocabulary studies * Listening * Speaking * Public speaking * Discussion | | |
| **Learning Outcomes** | | | | | | | |  | | | | |
| **Learning Experiences** (🗸 on completion) | | | | | 🗸 | |  | | | | | 🗸 | |
| Stage 1: Information Saturation | | | | |  | | Stage 4:Interpreting and using | | | | |  | |
| Stage 2: Wondering, questioning, deciding | | | | |  | | Stage 5:Creating and Presenting | | | | |  | |
| Stage 3: Exploring and Finding | | | | |  | | Stage 6:Celebrate and Evaluate | | | | |  | |
| **Assessment Indicators** | | | | |  | |  | | | | |  | |
| Student Inquiry Reflection Sheet | | | | |  | | Skills & Strategies Learning Outcomes | | | | |  | |
| Learning Outcomes | | | | |  | | Add other | | | | |  | |